# Alex B. Criswell

# Project Design Document

Includes the following sections.

- Overview
- Blueprint
- Learning Outcomes
- Case Study

**Note**

- Project Information and Goal/Blueprint grids adapted from IDOL courses.
- *Case Study template adapted from IDOL courses.*

# Cycling Levels

## Overview

- **Purpose**: To teach new and existing cyclists how to interpret speed and intensity levels on indoor bicycle meters.
- **Description**: This process provides a visual to learners for comprehending the speed and intensity levels of an indoor bicycle meter, screen, or when called out by the instructor.

## Project Information

| | |
|---|---|
| **Project Title** | Cycling Levels |
| **Tools used in Development** | Canva |
| **Time in Development** | 4 hours |
| **Client** | Rip Ride Studio |
| **Collaborators** | Dana Huggies, Owner and Subject-Matter Expert; Alex Criswell, Instructional Designer, Graphic Designer, and Subject-Matter Expert |

## Topic Analysis

| | |
|---|---|
| **Audience** | Beginning Cyclists |
| **Problem** | The company needed to assist new cyclists in understanding speed and intensity levels when exercising on indoor bicycles. |
| **Solution** | An instructional image was created to demonstrate the cycling levels of speed and intensity levels of indoor cycling bicycles for participants to reference before and during class, as needed. |
| **Resources** | Huggies, D. (2025). Cycling Levels and Beginning Suggestions [Unpublished manuscript]. Chesterton, Indiana.<br><br>Sage, J. (2013). Student Handout: What cadence should you ride at and why?. Indoor Cycling Association. https://indoorcyclingassociation.com/wp-content/uploads/2013/04/StudentHandout_cadence_ranges.pdf |

# Goal Strategy Blueprint

**Lesson Strategy - Course Planning**

| Starting Point | Milestone 1 | Milestone 2 | Milestone 3 | Goal |
|---|---|---|---|---|
| **Someone at this stage is:** | **Someone at this stage is:** | **Someone at this stage is:** | **Someone at this stage is:** | **Someone at this stage is:** |
| Participant is unfamiliar with the speed and intensity levels of an indoor bicycle. | Participants will comprehend the difference between speed and intensity of an indoor bicycle. | Participants will be able to verbalize the difference of leveling between speed (RPM) and intensity (scale) of an indoor bicycle. | Participants will be familiar with the levels of cycling speed and intensity, communicating the optimal level of cadence RPMs. | Participants will be able to explain their own preferred levels of intensity, speed, and verbalize the danger zone for RPM. |
| **To get to the next stage:** | **To get to the next stage:** | **To get to the next stage:** | **To get to the next stage:** | **Goal Assessment** |
| Participants will be provided with the terminology and overview of speed and intensity of an indoor bicycle. | Participants will review the different levels of speed and intensity of an indoor bicycle. | Participants will be able to explain the levels of cycling of speed and intensity, communicating optimal levels of resistance and speed. | Participants will be able to verbalize the suggested RPMS for sprints, intervals, and climbs. | |
| **Content Ideas** | **Content Ideas** | **Content Ideas** | **Content Ideas** | **Overall Goal** |
| | | | | Participants will be able to demonstrate their own preferred levels of intensity and speed on an indoor bicycle. |

# Learning Outcomes

**Terminal Course Outcome(s)**

- By the end of this training, participants will be able to recognize the difference between intensity and resistance levels when shown on a bicycle screen or announced by an instructor.
- By the end of this training, participants will be able to demonstrate their own preferred levels of intensity and speed on an indoor bicycle.

**Learning Objectives**

By the end of this course, participants will be able to do the following.

- Define resistance and the associated levels.
- Define speed and the associated levels.
- Identify the danger zone of speed.
- Identify the optimal cadence performance zone of speed.
- Identify suggested RPMs for climbs, sprints, and an example interval.

# Case Study

## Background – Context

Rip Ride Studio is a small physical fitness studio in Chesterton, Indiana. It offers indoor and outdoor cycling, physical fitness, and personal training classes.

Recently, the owner, Dana Huggies, was made aware from her participants that they were having trouble with the indoor cycling bikes.

## Challenge

Dana questioned many of her members and discovered not only did they have difficulty understanding how to operate the bikes, but that they were having trouble understanding her cues within class in regards to speed and intensity. Dana had noticed in classes that many participants were not keeping up with drills, but she has a culture of “Your workout, Your style” - so she did not want to interfere with their workout and make them feel embarrassed about their inability to keep up with some of the cycling drills.

One of the members, Alex, is a cycling enthusiast. Dana reached out to Alex for assistance, knowing they could both discuss this challenge and come to a solution. Dana said to Alex that she has explained to members how speed and intensity work, but they seem to forget by the next class.

## Solution

Alex suggested creating a graphic explaining how speed and intensity work, that way members could look at it before or after class. Dana could use it as a teaching tool for members who need extra coaching. Dana loved the idea.

## Results – Reflection

After the graphic was created and posted at the studio, members began to become more engaged in class and keep up with the drills. Dana noted a 70% improvement in class participation after members began reviewing the instructional image and after receiving coaching.